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Ram Umesh Yadav

1047

Present and Past Continuous Tenses in English and Maithili

**PRESENT AND PAST CONTINUOUS TENSES  
IN ENGLISH AND MAITHILI**

**A Thesis submitted to the Department of English Education  
in Partial Fulfilment for the Master of Education in English**

**Submitted by  
Ram Umesh Yadav**

**Faculty of Education  
Tribhuban University, Kirtipur  
Kathmandu, Nepal  
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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Ram Umesh Yadav** has prepared the thesis entitled "**Present and Past Continuous Tenses in English and Maithili**" under my guidance and supervision.

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## **DECLARATION**

I hereby declare to the best of knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university

**Date: 2067-06-13**

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**Ram Umesh Yadav**

**DEDICATION**

**Dedicated  
To My Parents**

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Ram Umesh Yadav

## ABSTRACT

This study entitled "**Present and Past Continuous Tenses in English and Maithili**" has been carried out to compare and contrast between the present and past continuous tenses of the English and Maithili languages. The researcher collected data from both primary and secondary sources. The primary sources of the data were native speakers of the Maithili language from Siraha district of Terai. The research was based on the responses obtained from sixty informants. The secondary sources of the data were different books, journals and theses. The researcher used stratified random sampling procedure to sample the population. From the study it was found that both languages have present and past continuous tenses. The sentences of present and past continuous tenses of both languages can be changed into negative, interrogative and interrogative-negative forms. And it was also found that English is an S-V-O language whereas Maithili is an S-O-V one. Both of the languages differ structurally.

The thesis consists of four chapters. They are introduction, methodology, analysis and interpretation, findings and recommendation. The first chapter encompasses general background, review of related literature, objectives of the study, significance of study and definition of specific terms. The second chapter deals with methodology. It encompasses sources of data, sampling procedure, research tools and process of data collection and limitations of study. The third chapter which is the core of the thesis includes the analysis and interpretation of the data. The fourth chapter incorporates findings, recommendations and pedagogical implications of the study. The tables and references are included in the final part of this study.

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## LIST OF ABBREVIATIONS

ELT	English Language Teaching
F.M.	Full Mark
M.Ed.	Master of Education
No.	Number
O	Object
Sch	School
CA	Contrastive Analysis
Aux	Auxiliary
etc	etcetra
S	Subject
Pres.	Present
Pro.	Professor
Prog	Progressive
e.g.	Example
1 <sup>st</sup>	First
2 <sup>nd</sup>	Second
3 <sup>rd</sup>	Third
i.e.	That is
S.L.C.	School Leaving Certificate

# **CHAPTER – ONE**

## **INTRODUCTION**

The study entitled "A Comparative Study on the Present and Past Continuous Tenses in English and Maithili" presents comparison and contrast of present and past continuous tenses in the English and Maithili languages. The emphasis was given on identifying tenses in the Maithili language, to find out the similarities and differences between Maithili and English tenses and to suggest some pedagogical implications.

### **1.6 General Background**

Language is a means of communication. With the help of language, we express our ideas, feelings, thoughts, emotion etc. Human civilization depends on language. It is not only personal phenomenon but also social gift to human beings. We can't think of any social, academic and artistic works in the absence of language. The origin of human language is as old as human civilization. It was begun to use when human beings were in the small group. This is due to the use of language in the society. It is the most frequently used and highly developed form of human communication. It also plays a vital role in the development of nationalism and nationality formation, the expansion of education and mass media, the growth of culture, science and technology. Some theorists believe that language is an outgrowth of group activities, such as working together. Various linguists have defined the term ' language' in several ways.

A language is not just some kind of abstract study, as Chomskyans believe. It is something that people use. Language is a system of arbitrary, vocal symbols,

which permits all people in a given culture or other people who have learned the system of that culture, to communicate or interact.

Several languages are found in this world. These languages have spoken as well as written forms and others exist only in spoken form. There are three levels of languages. They are phonological, grammatical and semantic. These levels constitute a hierarchical organization as the system of language.

Language is the universal medium for conveying facts including complex thoughts emotion and feelings of every day life. Man differs from the other species on this earth only because we have a unique faculty of speech. Man expresses his personality through language (Bhattarai, 1991, p.1). Oxford Advanced Learners Dictionary of Current English (7<sup>th</sup> edition, 2005, p. 862) defines language as the system of communication in speech and writing that is used by people of a particular country or area. According to Sapir (1971, p. 8), "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols".

### **1.1.1 An Introduction to the English Language**

English is an international language. It is spoken all over the world. It is said that more than 6000 distinct languages exist in the world today. Among them, English is the most widely used language. It is one of the languages recognized by the UNO. It is also used in almost all areas in the world such as science, politics, medicine, marketing and so on.

Teaching English in Nepal was started for the first time at Darbar High School in 1854 A.D. In the context of Nepal, English is taught as a compulsory subject from grade one to Bachelor's level. In English medium school, English is taught right from beginning i.e. nursery class. The rapid growth of English

medium schools and their impact on society proves the importance of English in Nepal. We learn the English language mainly for two purposes, academic and communicative. In Nepali education system, the English language is given a great importance.

Over 300 million people in the world speak English as a first language. It has become an indispensable medium to the transmission of modern civilization around the world.

The main aim of teaching and learning English in Nepal is to make the students able to communicate their ideas and feelings with each other. Nepal needs English to have access to the scientific and technological knowledge of modern world. We require English to keep in touch with other nations.

Malla (1977, p. 16) views on the importance of English in Nepal seems interesting "with the spread of communication between Nepal and countries and with increasing tourism, most people feel that an infrastructure of people with at least some command of English is essential.

Thus, English has become an important vehicle for the transmission of civilization and culture. It plays vital role in the process of modernization of Nepal.

English is an international language. It is the most widely used language in this world. This has become native language in many countries. It is used in international trade, business and other recent technologies.

### **1.1.2 Linguistic Scenario of Nepal**

Nepal possesses an amazing cultural diversity including ethnic richness and linguistic plurality. It is a multiracial, multireligious, multicultural and

multilingual country. It is a small country in terms of its area but it is very rich in languages.

The 'National Population Census 2001' has identified 92 languages as mother tongue. However, most of the languages exist only in spoken form without having their own scripts. So, they are in the list of extinction. The language used in Nepal can be divided into four groups.

### 1.1.2.1 The Indo- Aryan Family

The following languages are spoken in Nepal under this family.

<i>Nepali</i>	<i>Danuwar</i>	<b>Kumal</b>
Matithil	Bengali	English
Bhojpuri	Rajbansi	Bote
Tharu	Marwari	Magahi
Hindi	Bajjika	Awadhi
<b>Majhi</b>	Urdu	Darai

(Source: CBS, Nepal, 2003)

### 1.1.2.2 The Tibeto Burman Family

The following languages come under this group.

<b>Tamang</b>	<b>Tibetan</b>	<b>Baram</b>
<b>Newari</b>	Jirel	Koche
<b>Magar</b>	Yholmo	Kagate
<b>Gurung</b>	Dura	Lhomi
<b>Limbu</b>	Meeche	Toto
<b>Sherpa</b>	Pahari	Kham

<b>Chepang</b>	Leocha	Syang
<b>Sunwar</b>	Raji	Manang
<b>Dhimal</b>	Byangishi	Nar
<b>Bhujel</b>	Ghale	Rai language
<b>Thakali</b>	Kaike	Chhantyal
<b>Raute</b>	Marpha	Thami

(Source: CBS, Nepal 2003)

### **1.1.2.3 The Austro- Asiatic/ Munda family**

According to population census 2001, only one language comes under this group is Satar which is spoken in Jhapa district of the eastern part of Nepal.

### **1.1.2.4 Dravidian Group**

According to population census 2001 only one language is spoken in this family which is Jhagad. It is spoken in Sunsari district .

### **1.1.3 An Introduction to the Maithili Language**

According to Hindu religion, there was a Maithili Kingdom in the very beginning. And the language spoken in the kingdom was called the Maithili language. Nepal is a multilingual country. It is very rich in terms of the number of language. Among them the Maithili language is the second most widely used language. It is spoken in two adjoining South Asian countries, Nepal and India. It is spoken by about 30 million people in the eastern part of the Terai Region of Nepal and north eastern part of India's state of Bihar.

According to the CBS: HMG (2001), Maithili has been the second widely spoken language of Nepal, as it is used by 72,97,563, people living in south eastern part known as the Terai. It is spoken by 12.3 percentage of the total population.

Maithili has been taught as a course of study in both the countries, Nepal and India from school to university levels. The importance of Maithili in the context of Nepal need not be over emphasized as it flourished as a court language in the Kathmandu valley during Malla period. Several literary works and inscriptions in Maithili are still preserved at national archives in Kathmandu .

The same language Maithili has been spoken differently in the different districts or parts of districts. For example, the Maithili language spoken in Sirha District is different from Dhanusha .

Maithili has had a long tradition of written literatures in both India and Nepal. The most famous Maithili writer is Vidyapati Thakur popularly known as Mahakavi Vidyapati. Apart from being a great Sanskrit writer, he composed melodious poems in Maithili, entitled Vidyapati Padavalli which mainly deals with love between Radha and Krsihna.

#### **1.1.4 Grammar: An Introduction**

Generally grammar is taken as the heart of language and without it no language teaching and learning is possible. Grammar gives the idea to use the language perfectly and completely. It also gives rules to learn language.

In this sense the following definitions will be helpful to understand more about the term 'Grammar.

"Grammar is the study of the way words and their component parts, combine to form sentences." (Crystal, 2003, p. 208).

Oxford Advanced Learner's Dictionary (2000, p. 559) defines grammar as "The rules in a language for changing the form of words and joining them into sentences."

When we compare the above definitions, we find that no exact, comprehensive and complete meaning of grammar has been expressed.

### **1.1.5 Tense System in English**

Tense is a part of Grammar. It gets invariably involved in whatever we produce by writing or speaking and receive by listening and reading. Tense denotes time. And tense of a verb indicates the time of an action. For example, Ram is reading a book. This example justifies the time which is going on. Ram wrote a letter. This sentence denotes past action. Sita will buy a pen. This sentence denotes the future time. Like wise, some grammarians say that the changing form of verb is called tense. This definition indicates that it is the verb which helps us to identify the tense.

In Oxford Advances Learner's Dictionary (2000, p.1339), tense is defined as "any of the forms of a verb that may be used to show the time of an action or state expressed by the verb." From this definition it is obvious that tense describes any of the form of a verb that may be used to indicate the time of the action or state expressed by the verb.

Tense' is 'an obligatory category in the finite verb phrase.' (arts and arts, 1986, p. 74). Tense is grammatical expression of location in time (Comrie, p. 105).

It can be inferred that tense is related to time and the form of verb and the aspect with the manner of a verbal action. It is said that the notion of tense came with the origin of grammar. We can say that tense is a set of verb forms that indicates a particular point in time or period of time in the past, present or future which in other words is called a tense. There are three absolute tenses. They are past, present and future. But modern grammarians classified tense into two types. They are past and non-past. Some grammarians say that morphologically English has no future form of the verb. The future tense in English is realized by the use of an auxiliary verb construction (such as will + infinitive).

According to Quirk, Leech, Greenbaum and Svartvik (1985, p.175) Tense can be thought of as a line (theoretically, of infinite length) on which is located, as a continuously moving point, the present moment. Anything ahead of the present moment is the future, and anything behind it is the past.

This is an interpretation of past, present, and future on a referential level. But in relating this view of time to language and, more precisely, to the meaning of verbs, it is useful to reformulate the three fold distinction such that 'present' is defined in an inclusive rather than in an exclusive way: something is defined as 'present' if it has existence at the present moment, allowing for the possibility that its existence may also stretch into the past and into the future. Hence Paris stands on the River Seine may be correctly said to describe a 'present moment' state of affairs, even though this state of affairs has also obtained for numerous centuries in the past, and may well exist for an indefinite period in the future:

Present is the most general and unmarked category.

For example, 'Marry hoped for success' refers to a past hope of Mary

'Peter knows a great deal' refers to Peter's present knowledge.

'The home team will be defeated' refers to a future defeat of the home team

Likewise, according to Celce-Murcia and Larsen-Freeman (1999, p. 209), English has been said to have 12 tenses. They explain two tenses, present and past. They also include future as well, although, there is no verb inflection for future. The four aspects – simple (sometimes called zero aspect), perfect, progressive and perfect progressive are arrayed.

#### **a. Progressive Tense**

The core meaning of progressive tense is being imperfective, meaning that it portrays an event in a way that it allows for it to be incomplete, or somehow limited. Susana and Carl are living in Newark.

#### **b. Present Progressive (Sometimes called Present Continuous)**

a) Activity in progress

He is attending a meeting now.

- b) Extended present (action will end and therefore lacks the permanence of simple present tense)

I am studying Geology at the University of Colorado.

- c) A temporary situation

Phyllis is living with her parents.

- d) Repetition or iteration in a series of similar on going action

Henry is kicking the scorer ball around the backward.

- e) Express future (when event is planned; usually with a future – time adverbial)

She's coming tomorrow.

- f) Emotional comment on present habit (usually co-occurring with frequency adverbs always or forever)

He is always delivering in a clutch situation.

- g) A change in progress

She is becoming more and more like her mother.

### **c. Past Progressive Tense**

- a) An action in progress at a specific point of time in the past.

He was walking to school at 8:30 this morning.

- b) Past action simultaneous with some other event that is usually stated in simple past.

Karen was washing her hair when the phone rang.

c) Repetition or iteration of some ongoing past action.

Jake was coughing all night long.

d) Social distancing (which comes from the past tense and the tentative of the progressive aspect).

I was hopping you could lend me £10.

### 1.1.6 Tense System in Maithili

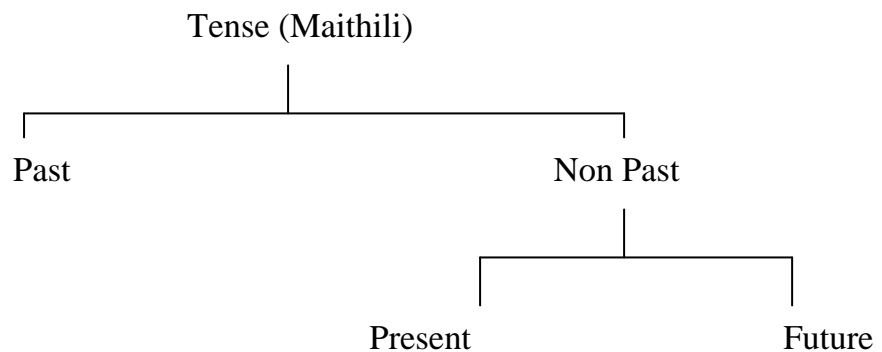
Like English, Maithili also expresses the universal time through tense, which is a kind of modifications in verb forms, e.g.

a) o            φα#            ραηαλ                            χηηαλ  
he            go            ing-prog                            was Aux+past  
He was going.

b) o            φα#            ραηαλ                            αχηηι  
he            go            ing-prog                            is Aux+pres  
He is going.

In these sentences 'χηηαλ' and 'αχηηι' are two modified forms of same Aux χηη (be); if 'χηη' is modified as 'χηηαλ' it indicates past, and if it is changed into 'αχηηι', it refers to present.

Again like English, tense in Maithili can be categorized into past and non-past and the non-past into present and future.





	John	was	writing. (Past Continuous)
viii)	फोन	लिक्णव्	अक्णव्
	John	has	written. (Present Perfect)
ix)	फोन	लिक्णव्	क्णव्
	John	had	written. (Past Perfect)
x)	फोन	लिक्णव्	क्णव्
	John	will have	written. (Future Perfect)

The paradigm given above exhibits ten verb forms existing in Maithili.

Likewise, Maithili verbs conjugate for three tenses – past, present and future. The tense markers are listed below:

Past	-	↔i – 6	
Future	-	↔b – 7	first and second persons
	-	↔t	
Present	-	o-	

When there are no aspect markers or auxiliaries occurring immediately after the verb stem, then the tense markers are added directly to the verb stem itself. Otherwise, these occur after the auxiliary, which is preceded by the aspect marker. All this is really just a consequence of the fact that the finite verb is the one that is marked for tense. Not also that no verb tense marker is used in the present tense; in other words, in present

tense constructions the auxiliary itself serves the function of the tense. For purpose of analysis, this implies that when in a combination of verb and auxiliary without tense manifestation as in the present tense, the non realized these marker should be located in the auxiliary.

Examples can be extracted from Yadav, (1996: 155)

r↔μεσ	βηοφ↔ν	κ↔ε-1-↔ινη
Ramesh	food	do-PST-(3H)

'Ramesh ate.'

↔ηα#	καιλη	φαι-b
You (H)	tomorrow	go-FUT-(2H)

'You will go tomorrow.'

το#	φαι-ιτ	χη-ε)
You (NH)	go-IMPERF	AUX-PRE-(2NH)

'You go/your are going.'

A total of three aspects can be distinguished in modern Maithili. These are: (i) imperfective, (ii) perfective, and (iii) progressive. The aspect markers of the Maithili verb are listed below:

Perfective	- ne	transitive
	- ↔l <sup>3</sup>	intransitive
Imperfective	- ↔it	
Progressive	- ρ↔η↔λ	

Unless a modal or compound verb intervenes, the aspect markers are attached directly to the verb stems themselves.

## Examples

### Perfective Aspect

- |    |                       |           |                |
|----|-----------------------|-----------|----------------|
| 1) | ραμ                   | κη↔ε-νε   | αιχη           |
|    | Ram                   | eat-PERF  | AUX-PRES-(3NH) |
|    | 'Ram has eaten'.      |           |                |
| 2) | ραμ                   | κη↔ε-νε   | χη-↔λ          |
|    | Ram                   | eat-PERF  | AUX-PST-(3NH)  |
|    | 'Ram had eaten'.      |           |                |
| 3) | ραμ                   | αε-λλ↔ε-λ | αιχη           |
|    | Ram                   | come-PERF | AUX-PRES-(3NH) |
|    | 'Ram has come'.       |           |                |
| 4) | ραμ                   | αε-λλ↔ε-λ | χη-↔λ          |
|    | Ram                   | come-PERF | AUX-PST-(3NH)  |
|    | 'Ram had come'.       |           |                |
| 5) | ραμ                   | αε-ι      | ρ↔η-τ-αη       |
|    | Ram                   | come-PERF | AUX-FUT-(3H)   |
|    | 'Ram will have come'. |           |                |

### Imperfective

- |    |                                 |            |               |
|----|---------------------------------|------------|---------------|
| 6) | ραμ                             | κηα-it     | χη-↔ιτη       |
|    | Ram                             | eat-IMPERF | AUX-PRES-(3H) |
|    | 'Ram eat/is eating'.            |            |               |
| 7) | ραμ                             | φα-it      | χη-↔λ-αη      |
|    | Ram                             | go-IMPERF  | AUX-PST-(3H)  |
|    | 'Ram was going/Ram used to go'. |            |               |
| 8) | ραμ                             | φα-it      | ρ↔η-τ-αη      |
|    | Ram                             | go-IMPERF  | AUX-FUT-(3H)  |
|    | 'Ram will be going'.            |            |               |

### Progressive

- |                  |          |               |          |
|------------------|----------|---------------|----------|
| 9) ραμ           | κηα      | r↔η↔λ         | χη-↔ιτη  |
| Ram              | eat-PROG | AUX-PRES-(3H) |          |
| 'Ram is eating'. |          |               |          |
| 10) ραμ          | φα       | r↔η↔λ         | χη-↔λ-αη |
| Ram              | go-PROG  | AUX-PST-(3H)  |          |
| 'Ram was going'. |          |               |          |

This aspectual markers trigger a number of morphophonemic modifications. This is as good a place as any to discuss them.

### 1.1.7 Need and Importance of Contrastive Analysis

Contrastive analysis is one of the branches of applied linguistics which simply means a systematic analysis of similarities and differences between languages. CA was initiated and developed in the late 1940s and 50s. C.C. Fries and Robert Lado were regarded as the initiators of modern contrastive analysis. It is the comparison of the linguistic system of two languages. The comparison is done on phonological, morphological, syntactic and discourse levels as well. Many languages are spoken in the world. Externally, they may seem similar with each other but they are phonologically, morphologically and syntactically different from one other. Some features of some languages may resemble but they can never be exactly the same.

The behaviorist theory of learning is the base of CA. According to this theory, learning a language means forming a habit. An L2 learner tends to transfer the system of his L1 to L2.

CA is done mainly for the pedagogical purpose. It has two functions. Firstly, CA is to predict the likely errors of a group of learners. And secondly it is to

provide input to language teaching and learning. CA can be useful in explaining the causes of errors.

CA is helpful in identifying the areas of difficulties in learning and errors in performance determining the areas, which the learners have to learn with greater emphasis and designing teaching/ learning materials for those particular areas that need more attention.

CA develops with the theory of comparison and it may be divided into two. The first one is known as interlingual comparison in which the comparison may be done between two languages. The second is known as intralingual comparison in which one can compare dialectical differences that occur within a language.

CA hypothesis based on behaviouristic psychology can be summarized in the following ways:

- i. Differences between the past and present learning causes hindrance whereas the learning is facilitated by the similarity between the past learning and the present learning.
- ii. Hindrance leads to difficulty in learning whereas facilitation leads to ease in learning.
- iii. Learning difficulty, in turns leads to errors in performance whereas learning ease leads to errorless performance.

Linguistic components of contrastive analysis are based on the following aspects.

- a) Language learning is a matter of habit formation.
- b) The state or mind of L<sub>1</sub> and L<sub>2</sub> learner is different. The mind of learner is tabula-rasa whereas that an L<sub>2</sub> learner is full of L<sub>1</sub> habits.
- c) Languages are comparable.

CA is important from pedagogical points of view. The language teachers, learners, testing experts and syllabus or course book designers get great benefits from the CA.

## **1.2 Review of Related Literature**

Many researches have been carried out on different languages like Maithili, Tharu, Gurung, Nepali, Bhojpuri and so on in the department of English language education, T.U. But some of the comparative research studies are found in the context of tense and aspect system of English and Maithili.

Yadav (1980) studied on "Time, Tense and Aspect in English and Maithili". He found that chiefly the learner's mother tongue, faulty learning strategies and faulty teaching methods and materials create the main areas of difficulty while learning English tenses.

Paneru (2001) had completed the thesis entitled "A Comparative Study of Present Perfect and Simple Past Tense in English and Nepali" which was limited to two aspects of tense only. The objective of the study was to show the comparison between the present perfect and the simple past tense in English for Nepalese students and false concept hypothesized, pen slip and haste were found to increase the number of mistakes committed by the Nepalese students.

Sah (2004) studied on "A Comparative Study of the Simple Present Tense and the Simple Past Tense of English and Maithili". The objective of study was to compare between simple present tense and simple past tense in English and Maithili. His study shows that English tense system differs from Maithili in various aspects. However, there are similarities as well.

Thakur (2006) worked on "A Comparative Study on Simple Present and Simple Past Tenses in English and Maithili." His main objective was to find

out the similarity and differences between English and Maithili languages in term of simple present and past. He found similarities and differences as well.

K.C. (2007) worked on "A Comparative Study in the Use of Present Continuous Tense and Past Continuous Tense in English and Nepali." The objective of the study was to compare and contrast present and past continuous tense in English and Nepali. He found more differences than similarities.

Though, some research works have been carried out in the different aspects of grammar, not a single study was found on "Present and Past Continuous Tenses in English and Maithili".

### **1.3 Objective of the Study**

The objectives of the present study were as follows:

- 1) To find out the present and past continuous tenses in the Maithili language.
- 2) To find out the similarities and differences between Maithili and English in terms of the present and past continuous tenses.
- 3) To suggest some pedagogical implications.

### **1.4 Significance of the study**

This research will be fruitful to Maithili native speakers. It will be equally important to the teachers who are teaching English as a foreign language at schools where majority of Maithili speakers appear as students.

## **1.5 Definition of the Specific Term**

- Honorific** : Politeness formulas in a particular language which may be specific affixes, words or sentence structures (Richard et al. 1985)
- Maithili** : A New Indo-Aryan language spoken in the two adjoining South Asian countries-Nepal and India (Yadav, 1980)
- Terai** : South Eastern plains of Nepal also known as Maithili, the pre-historic kingdom ruled by the then king Janak.
- Tense** : Tense refers to the correspondence between the form of the verb and our concept of time (past, present or future)

## **CHAPTER – TWO**

### **MEHODOLOGY**

The researcher aimed to find out the present and past continuous tenses in Maithili and compare and contrast them with those in English to find out similarities and difference between them as well as to suggest some pedagogical implications. The study was carried out adopting the following methodology.

#### **2.1 Sources of Data**

The researcher used both primary and secondary sources of data for this study.

##### **2.1.1 Primary Sources**

The Maithili native speakers of Sirha district especially of Phulkahakattee VDC were the primary sources of data.

##### **2.1.2 Secondary Sources**

The researcher consulted the following books as the major secondary sources of data. Such as Quirk and Greenbaum (1973), Comrie (1976), Palmer (1984), Comrie (1985), Quirk et al. (1986), Thomson and Martinet (1990), Celce-Murcia and Larsen-Freeman (1999), Given (2001), CBS reports (2001) and other books, journals, magazines, theses and so on.

#### **2.2 Population of the Study**

The native speakers of the Maithili language from Phulkahakattee VDC of Sirha district were the population of the study.

### **2.3 Sampling Procedure**

The total sample of this study was Maithili native speakers of Phulkahakattee VDC of Sirha district the age above twenty years. The total population was divided into three groups illiterate, literate and educated.

### **2.4 Tools for Data Collection**

A structured interview schedule prepared in advance was the main tool for collecting the data from the selected native speakers of Maithili for this study. Sixty five English sentences were designed to be translated into the Maithili language as interview questions. Especially each and every sentence was collected to reflect present and past continuous tenses in English and Maithili.

### **2.5 Process of Data Collection**

The researcher visited the Phulkahakattee V.D.C of Sirha district. Then he decided to take sixty informants above twenty years of age. Researcher started to select sample according to his own ease. The researcher used stratified random sampling procedure for selecting the sample of the study. Each stratum consisted of twenty native speakers of the Maithili language. The process of selecting was continued until the noted data were fulfilled. Then the researcher established rapport with them and persuaded them for taking part in the research activity. Then the researcher distributed questionnaires to the participants in a fixed time, date and place. The researcher distributed the list of sentences to the informants and wrote himself the responses of those who could not read and write. The questionnaire was in written form. English data were taken from Quirk et al (1986) and Celce-Murcia and Larsen Freeman (1999).

## 2.6 Limitations of the Study

- अ The present study was limited only to Maithili native speakers of Phulkahakatte V.D.C. of Sirha district.
- ब The study focused on only present and past continuous tenses in Maithili with reference to English.
- घ The total sample population was limited to only 60 native speakers above 20 years of age.

## CHAPTER – THREE

### ANALYSIS AND INTERPRETATION

The collected data has been presented, analyzed and interpreted descriptively with the help of illustrations. At first Maithili present and past continuous tenses have been given and they are compared and contrasted with that of English.

#### 3.1 Analysis and Interpretation of Present Continuous Tense in Maithili

##### 3.1.1 Present Continuous Tense in Maithili (Affirmative)

That aspect of the verb, which shows incomplete state of the action happening at the time of speaking, is called present continuous tense in Maithili.

Present continuous tense is indicated by adding suffixes 'αι' to the root of the verb+ χηη/χηηψα/χηηαι/χηηατην/χηηιψαι

Examples are given below:

- i) ηαμ κιταβ παρηαι χηηι  
I book read-ing am (Aux-pres)  
'I am reading a book.'
- ii) ηαμσαβ γα#χη καται χηηι  
We tree cut-ing are (Aux-pres)  
'We are cutting a tree.'
- iii) τυ κηελ κηε#λαι χηηψα  
You game play-ing are (Aux-pres)  
'You are playing game.'
- iv) υ ακηνι μιτινγ καραι χηηαι/ηαι

He now meeting attending is (Aux-pres)

'He is attending meeting now.'

v) υ κηα#να# πακβαι ηαι  
She food cook-ing is (Aux-pres)

'She is cooking food.'

vi) υσαβ γηαρ βανβαι ηαι  
They house make-ing are (Aux-pres)

'They are making a house.'

### 3.1.2 Present Continuous Tense in Maithili (Negative)

i) ηαμ γιτ ναι γαβαι χηηι  
I song not sing-ing am (Aux-pres)

'I am not singing a song.'

This example shows that 'ναι' is used to make the sentence negative in Maithili. But 'not' is used in English.

ii) ηαμσαβ γηα#σ ναι καται χηηι  
We grass not cut-ing are (Aux-pres)

'We are not cutting grass.'

iii) τυ αν\*ρεφι ναι αδηψαν καραι χηηι  
You English not study -ing are (Aux-pres)

'You are not studying English.'

iv) υ γριηκα#φ ναι καραι ηαι  
She homework not do-ing is (Aux-pres)

'She is not doing homework.'

### 3.1.3 Present Continuous Tense in Maithili (Interrogative)

i) κι τυ παρηαι χηηι#?

You read-ing are? (Aux-pres)  
'Are you reading?'

Or

τυ παρηαι χηηι#?  
You read-ing are? (Aux-pres)  
'Are you reading?'

ii) κι α#ηα#ν γηαρ φαι χηηι#?

Or

α#ηα#νγηαρ φαι χηηι#?  
You home go-ing are? (Aux-pres)  
'Are you going home?'

iii) κι υ ηα#σαι ηαι?

Or

υ ηα#σαι ηαι?  
He laugh-ing is? (Aux-pres)  
'Is he laughing?'

iv) κατηι υσαβ χινεμα δε#κηαι ηαι?

Or

υσαβ χινεμα δε#κηαι ηαι?  
They cinema watch-ing are? (Aux-pres)  
'Are they watching cinema?'

v) κι ηαμαρ βαηιι γηαρ σαπηα# καραι ηαι?

Or

ηαμαρ βαηιι γηαρ σαπηα# καραι ηαι?

My sister house clean ing is? (Aux-pres)  
 'Is my sister cleaning house?'

### 3.1.4 Present Continuous Tense in Maithili (Interrogative-Negative)

i) तु# गित् वαι सुनवै छैणै?  
 Or

कि तु गित् वαι सुनवै छैणै?  
 You song not listen-ing are? (Aux-pres)  
 'Are you not listening to song?'

ii) तु#साब धैण# वαι रोपवै छैणै?  
 Or

काठै तु#साब धैण# वαι रोपवै छैणै?  
 You paddy not plant-ing are? (Aux-pres)  
 'Are you not planting paddy?'

iii) उ# पु#फा# वαι कारवै छैणै?  
 Or

कि उ# पु#फा# वαι कारवै छैणै?  
 He worship not do-ing is? (Aux-pres)  
 'Is he not worshipping?'

iv) उ# काबिता वαι लिखवै छैणै?  
 Or

कि उ# काबिता वαι लिखवै छैणै?  
 She poem not write-ing is? (Aux-pres)  
 'Is she not writing a poem?'

v) उ#साब वा#छैणै वαι कारवै छैणै?  
 Or

काठै उ#साब वा#छैणै वαι कारवै छैणै?

They dance not ing are? (Aux-pres)  
 'Are they not dancing?'

### 3.2 Analysis and Interpretation of Past Continuous Tense in Matihili

#### 3.2.1 Past Continuous Tense in Matihili (Affirmative)

That aspect of the verb, which shows incomplete state of the action happening before or in the past is called past continuous tense in Maithili It is indicated by adding suffix 'αι' to the stem of verb +

χηελιψαι / χηηελα / χηηελι / χηηελκην /  
 χηηελη.

- i) ηαμ κιταβ παρηαι χηηελιψαι  
 I book read-ing was (Aux-past)  
 'I was reading a book.'
- ii) ηαμσαβ σαδακ βανβαι χηηελιψαι  
 We road make-ing were (Aux-past)  
 'We were making road.'
- iii) τυ γηαρ ρανγα#βαι χηηελη/χηηελα  
 You house paint-ing were (Aux-past)  
 'You were painting house.'
- iv) α#νηα#ν βψακαραν παρβαι χηηελκην  
 You grammar teach-ing were (Aux-past)  
 'You were teaching grammar.'
- v) υ γηαρι κιναι χηηελα  
 He watch buy-ing was (Aux-past)  
 'He was buying a watch.'
- vi) υ πηυλσαβ λαβαι χηηελα

She flowers bring-ing was (Aux-past)

'She was bringing flowers.'

vii) υσαβ να#τακ δεκηαι χηηελαι

They drama watch-ing were (Aux-past)

'They were watching drama.'

viii) σηικσηακ καβιτα παρβαι χηηελκηιν

Teacher poem teach-ing was (Aux-past)

'Teacher was teaching poem.'

### 3.2.2 Past Continuous Tense in Maithili (Negative)

i) ηαμ α#νπσαβ ναι κιναι χηηελιψαι

I mangoes not buy-ing was (Aux-past)

'I was not buying mangoes.'

ii) ηαμσαβ βαζα#ρ ναι φαι

χηηελιψαι

We market not go-ing were (Aux-past)

'We were not going to market.'

iii) τυ# κατηα# ναι παρηαι χηηεληι

You story not read-ing were (Aux-past)

'You were not reading a story.'

iv) ανηα#ν πηη#λ ναι πατβαι

χηηελιψαι

You flower not water-ing were (Aux-past)

'You were not watering flower.'

v) υ# βηα#νδα#σαβ ναι σαπηα# καραι

χηηελαι

He pots not clean-ing was (Aux-past)

'He was not cleaning pots.'

- vi) υ# ανδα# ναι βηυ#ται χηηελαι  
 She egg not fry-ing was (Aux-past)  
 'She was not frying an egg.'
- vii) υ#σαβ σα#ικαλ ναι χηαλβαι χηηελαι  
 They bicycle not drive-ing were (Aux-past)  
 'They were not driving bicycle.'
- viii) α#μα# πα#τη ναι σικηβαι χηηε#λκηιν  
 Mother lesson not teach-ing was (Aux-past)  
 'Mother was not teaching lesson.'

### 3.2.3 Past Continuous Tense in Matihili (Interrogative)

- i) τυ# να#τακ λικηαι χηηελη?  
 Or  
 κατηι τυ## να#τακ λικηαι χηηελη?  
 You drama write-ing were? (Aux-past)  
 'Were you writing drama?'
- ii) τυ#σαβ γα#χηηι καται χηηελη/χηηελα?  
 Or  
 κι# τυ#σαβ γα#χηηι καται χηηελη?  
 You tree cut-ing were? (Aux-past)  
 'Were you cutting a tree?'
- iii) κι υ# γιτ γαβαι χηηελαι?  
 Or  
 υ# γιτ γαββαι χηηελαι?  
 He song sing-ing was? (Aux-past)

'Was he singing a song?'

iv) कि उ# गीरि मारामात काराि खीखेलै?

Or

उ# गीरि मारामात काराि खीखेलै?

She watch mend -ing was? (Aux-past)

'Was she mending watch?'

v) काथि उ#साब काथिमानदु फाि खीखेलै?

Or

उ#साब काथिमानदु फाि खीखेलै?

They Kathmandu go-ing were? (Aux-past)

'Were they going to Kathmandu?'

vi) काथि णामार बा#बु पात्रा लिक्खै

खीखेल्खिन?

Or

णामार बा#बु पात्रा लिक्खै

खीखेल्खिन?

My father letter write-ing was? (Aux-past)

'Was my father writing a letter?'

### 3.2.4 Past Continuous Tense in Maithili (Interrogative-Negative)

i) कि तु# का#रु सापिण्णै नै काराि खीखेलि?

Or

तु# का#रु सापिण्णै नै काराि खीखेलि?

You car clean not -ing were? (Aux-past)

'Were you not cleaning car?'

ii) कि तु#साब अपिण्णै नै नै लिक्खै खीखेलि?

Or

तु#साब अपिण्णै नै नै लिक्खै खीखेलि?

You name not admit-ing were? (Aux-past)

'Were you not admitting your name?'

iii) κι α#νηα#ν δυ#δη ναι πι#ψαι  
χηηεληψαι?

Or

τυ# δυ#δη ναι πι#ψαι  
χηηεληψαι?

You milk not drink-ing were? (Aux-past)

'Were you not drinking milk?'

iv) κιτη υ# ηα#ρμυ#νιυμ ναι βαφβαι  
χηηελαι?

Or

τυ# ηα#ρμυ#νιυμ ναι βαφβαι  
χηηελαι?

You harmonium not play-ing were? (Aux-past)

'Was he not playing harmonium?'

v) κι υ# δυ#δη ναι δυηαι χηηελαι?

Or

τυ# δυ#δη ναι δυηαι χηηελαι?

He milk not milk-ing was? (Aux-past)

'Was he not milking milk?'

vi) κατη υ# κηι#ρ ναι πακβαι χηηελαι?

Or

υ# κηι#ρ ναι πακβαι χηηελαι?

	She	rice-pudding	not	cook-ing	was? (Aux-past)
	'Was she not cooking rice pudding?'				
vii)	कि	उ#साब	लाडा#ति	नाइ	काराई चिहिलै?
				Or	
	उ#साब	लाडा#ति	नाइ	काराई	चिहिलै?
	They	fight	not	-ing	were? (Aux-past)
	'Were they not fighting?'				

### 3.3 Comparison between English and Maithili In Terms of Tense System, Present and Past Continuous Tenses

While comparing between English and Maithili in terms of tense system, present and past continuous tenses, we find that there are differences as well as similarities between English and Maithili.

#### 3.3.1 Similarities and Differences between English and Maithili Present Continuous Tense (Affirmative)

When we compare Maithili present continuous tense with the English one, we find that these two languages are similar semantically. But they have different structures. English follows S + V + O. On the contrary, Maithili has S + O + V structure. Suffixes differ according to the honorific subject. On the contrary, English does not have such distinction. It is clear that the present progressive in English is indicated by is/am/are + v-ing form. English makes choices between 'is' and 'are' with the subject. It takes separate verbs that is 'am'. But Maithili makes use of the structure stem + आ + चिहिलै/चिहिलाई/चिहिलैषा etc.

### **3.3.2 Similarities and Differences between English and Maithili Present Continuous Tense (Negative)**

When we compare present continuous tense in the negative form, we know that negative marker is placed before the main verb in Maithili. But, negative marker is placed after 'Aux' in English. Both languages have negative markers.

### **3.3.3 Similarities and Differences between English and Maithili Present Continuous Tense (Interrogative)**

According to the example given in 3.1.5, interrogative is formed by placing कि/कात्हि in the beginning or stressing in the 'Aux' in Maithili. But 'Aux' is placed in the beginning to form interrogative in English. Both languages differ in the context of interrogative. Both languages have interrogative forms.

### **3.3.4 Similarities and Differences between English and Maithili Present Continuous (Interrogative-Negative)**

While comparing English and Maithili present continuous tense (Interrogative-negative) we come to know that there are two methods of composing interrogative-negative in Maithili. Firstly 'ki' or 'kathi' is added in the beginning. Secondly, interrogative is formed by stressing on the 'Aux'. likewise, not is added after subject.

On the contrary, Aux is given in the beginning and 'not' is added after subject to form interrogative-negative in English. Both languages have interrogative and negative forms. One important matter is that to make interrogative form the place of 'Aux' is changed in English but the interrogative word 'ki' or 'kathi' is used to form interrogative in Maithili.

### **3.3.5 Similarities and Differences between English and Maithili Past Continuous (Affirmative)**

When we compare past continuous tenses of English and Maithili, we come to know that subject-verb agreement is based on the number and honorific in Maithili. On the contrary, subject verb-agreement is based on number only in English. From the above example; it is clear that the past continuous tense in English is indicated by was/were + v-ing form. English makes choices between 'was' and 'were' with the subjects. On the other hand, Maithili makes use of structure stem +  $\chi\eta\eta\epsilon\#\lambda\iota\psi\alpha\iota/\chi\eta\eta\epsilon\lambda\alpha\#\chi\eta\eta\epsilon\lambda\alpha\iota/\chi\eta\eta\epsilon\lambda\kappa\eta\iota\upsilon$ .

### **3.3.6 Similarities and Differences between English and Maithili Past Continuous Tense (Negative)**

From the presentation of examples, it is clear that the negative word 'ना' is placed before verb in Maithili. But the negative word 'not' is used after 'Aux' in English. Both languages have negative markers.

### **3.3.7 Similarities and Differences between English and Maithili Past Continuous Tense (Interrogative)**

$\epsilon\kappa\iota\epsilon$  or  $\epsilon\kappa\alpha\tau\eta\epsilon$  is placed in the beginning or stress on 'Aux' to denote interrogative in the Maithili language. In other words, there are two methods for making interrogative. They are placing  $\epsilon\kappa\iota\epsilon$  or  $\epsilon\kappa\alpha\tau\eta\epsilon$  in the beginning and giving stress on 'Aux'. But 'Aux' is placed in the beginning to form interrogative in the English language. English and Maithili both languages have interrogative forms.

### **3.3.8 Similarities and Differences between English and Maithili Past Continuous Tense (Interrogative-Negative)**

'ki' or 'kathi' is used to form interrogative and 'nai' is used to add negative in the Maithili language. Thus, interrogative-negative is formed. On the contrary, 'Aux' is placed in the beginning and 'not' is placed after subject to form interrogative-negative in the English language. Giving stress on 'Aux' also makes interrogative in Maithili but it is not the case of English.

## **CHAPTER – FOUR**

### **FINDINGS AND RECOMMENDATIONS**

#### **4.1 Findings**

The study targeted to identify, compare, analyze and interpret the present continuous and past continuous tenses of the English and Maithili languages. Accordingly, from close and careful analysis of the data, the following points have been discovered. Present and past continuous tenses in English differ from Maithili. However, there are similarities as well.

##### **4.1.1 Findings of Present and Past Continuous Tenses in Mathili Language**

From the study we found that Maithili language possessed present and past continuous tenses in different forms such as affirmative, negative, interrogative and interrogative-negative.

##### **4.1.2 Similarities**

- 1) Both languages have present and past continuous tenses.
- 2) The sentences of present and past continuous tenses of both languages can be changed into negative, interrogative and interrogative-negative forms.
- 3) Both languages in terms of present and past continuous tenses have tense markers in case of person and number.

##### **4.1.3 Differences**

- 1) English is an S-V-O language whereas Maithili is an S-O-V one.
- 2) Both of the language differ structurally. e.g.

## **English**

a) Present Continuous Tense

S + is/am/are + v-ing .....

b) Past Continuous Tense

S + was/were + v-ing .....

## **Maithili**

a) Present Continuous Tense:  $\alpha\iota + \chi\eta\eta\iota/\chi\eta\eta\psi\alpha/\chi\eta\alpha\iota/\chi\eta\alpha\tau\eta\iota\nu$

b) Past Continuous Tense:  $\alpha\iota+\chi\eta\eta\epsilon\lambda\iota\psi\alpha/\chi\eta\eta\epsilon\lambda\alpha/\chi\eta\eta\epsilon\lambda\eta\iota$  etc.

- 3) In the context of present and past continuous tenses, five auxiliary verbs are used in the English but ten auxiliary verbs are used in the Maithili language.
- 4) The subject agrees with verb according to honorific and number in Maithili whereas the subject agrees only according to number in English.

## **4.2 Recommendations**

Based on the findings of the present study, the following recommendations have been made for enhancing and upgrading the ELT situation and the teaching learning process of English present and past continuous tenses for Maithili speaker students.

- 1) English tenses (the present and past continuous) can be taught considering the Maithili tense system.
- 2) Different structures between English and Maithili tenses should be emphasized while teaching.

- 3) More attention should be paid to past continuous tense than present continuous tense because subject verb agreement of past continuous is difficult.

Finally, what the researcher wants to request to the concerned authority is that the above mentioned points should be taken into consideration.

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## APPENDIX I

### Questionnaire

The questionnaire is prepared in order to accomplish a dissertation on " a comparative study on Present Continuous and Past Continuous in English and Maithili :A Comparative study". This dissertation is being carried out under the supervision of Anju Giri, lecturer of the Central Department of English Education, T.U. Kirtipur, Kathmandu. It is hoped that your valuable assistance extended to me will be a great contribution in the accomplishment of this work as a M.Ed. Dissertation.

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Researcher  
Ram Umesh Yadav  
M.Ed. English  
T.U., Kirtipur, Kathmandu

Name :-

Sex:-

VDC:-

Age:-

Occupation:-

Academic Qualification:

Second language:

---

What do you say in the Maithili language for these sentences?

#### **Affirmative**

1) I am reading a book.

.....

2) We are cutting a tree.

.....

3) Phyllis is living with her parents.

.....

4) Henry is kicking the scorer ball around the backward.

.....

5) You are playing game.

.....

6) He is attending meeting now.

.....

7) She is becoming more and more like her mother.

.....

8) We are living in the country.

.....

9) She is cooking food.

.....

10)The train was approaching.

.....

11)They are making a house.

.....

12)At that time she was having regular singing lessons.

.....

13)You are going to the party.

.....

14)They were getting married the following spring.

.....

15)I am hopping to borrow some money.

.....

16)I was wandering if you can help me.

.....

17) Ram is playing cricket.

.....

18) Sita is cooking meat.

.....

19) Rita is writing a novel.

.....

20) I am coming now.

.....

21) They are dancing on the stage.

.....

22) We are learning English.

.....

23) They are singing a song.

.....

24) He is writing a poem.

.....

25) She is frying some fishes.

.....

**Negative**

1) We are not cutting grass.

.....

2) I am not singing a song.

.....

3) You are not studying English.

.....

4) They are not attending meeting now.

.....

5) She is not doing homework.

.....

6) At the time he was not having regular classes.

.....

7) We are not celebrating the party.

.....

8) Mina was not cutting grass.

.....

9) I was not writing a poem.

.....

10) The students were not buying any books.

.....

11) My brother is not doing his homework.

.....

12) Look ! Mina is not reading a book.

.....

13) Radha was not cooking meat.

.....

**Interrogative – Negative**

1) Are you not listening to song?

.....

2) Are you not planting paddy?

.....

3) Is he not worshipping?

.....

4) Is she not writing a poem?

.....

5) Are they not dancing?

.....

6) Were they not getting married the following spring?

.....

7) Were you not playing cricket?

.....

8) Is he not cooking meat now?

.....

9) Are they not living in India?

.....

10) Was the bus not approaching?

.....

11) Is she not doing regular classes?

.....

12) Are the boys not doing their task?

.....

13) Were they not cutting a tree?

.....

14) Aren't you planting any flowers?

.....

## APPENDIX II

### Questionnaire

The questionnaire is prepared in order to accomplish a dissertation on " a comparative study on Present Continuous and Past Continuous in English and Maithili :A Comparative study". This dissertation is being carried out under the supervision of Anju Giri, lecturer of the Central Department of English Education, T.U. Kirtipur, Kathmandu. It is hoped that your valuable assistance extended to me will be a great contribution in the accomplishment of this work as a M.Ed. Dissertation.

---

Researcher

Ram Umesh Yadav

M.Ed. English

T.U., Kirtipur, Kathmandu

Name :-

Sex:-

VDC:-

Age:-

Occupation:-

Academic Qualification:

Second language:

---

What do you say in the Maithili language for these sentences?

#### **Affirmative**

1. My friends are making false excuse.

.....

2. I was working hard at my lessons.

.....

3. It was raining very heavily.

.....

4. Virendra was playing on the harmonium.

.....

5. We were paying heed to our father's advice.

.....

6. They were holidaying in Pokhara last month.

.....

7. Children were playing tip cat in the ground.

.....

8. The feeble old man was leaning against the wall.

.....

9. He was facing the difficulties manfully.

.....

**Interrogative**

1. Was a fan hanging from the ceiling?

.....

2. Was she attending school regularly?

.....

3. Was Sunil Gavaskar scoring very fast?

.....

4. Was the Pathan beating his dog to death?

.....

5. Was the farmer tilling the field for a new crop?

.....

6. Were they going to see an English movie?

.....

7. Was the king playing chess with his minister?

.....

8. Were the sailors fighting against the furious waves?

.....

**Interrogative-Negative**

1. Was my nephew not working in a bank?

.....

2. Were you not sunbathing in the grassy lawn?

.....

3. Were they not waiting for you anxiously?

.....

4. Were the dacoits not looting the passengers?

.....

5. Was it not heavily raining at that time?

.....

6. Was the servant not switching the light off?

.....

7. Were the soldiers not marching to the battlefield?

.....

8. Was she not sticking to her promise?

.....

9. Were we not thinking hard over the matter?

.....

10. Were they not living in that house when their father died?

.....

**Others**

1. Joan is singing well.

.....

2. Joan was singing well.

.....

3. I was reading a novel yesterday evening.

.....

4. The referee is blowing his whistle.

.....

5. The train was approaching.

.....

6. The professor is typing his own letter while his secretary is ill.

.....

7. At that time she was having a regular class.

.....

8. Bill is always working late at the office.

.....

9. Joan was nodding his head.

.....

10. Someone was firing at us.

.....

2. Kirov's horse is jumping well.

.....

3. The train is arriving at platform 4.

.....

4. The queen was dying.

.....

5. I am stopping the car at this garage.

.....

16. It looks as if Juarez is scoring another goal.

.....

18. The gun power is growing louder ahead of us.

.....

19. Jan is making some fresh coffee.  
.....
20. We were watching the match all afternoon.  
.....
21. Are you going to the meeting?  
.....
22. They were getting married the following spring.  
.....
23. I am hopping to borrow some money.  
.....
24. I was wondering if you could help me.  
.....
25. The orchestra is playing a Mozart symphony after this.  
.....
26. The match is starting at 2:30.  
.....
27. I am taking the children to the zoo.  
.....
28. I am leaving the university in two years time.  
.....
29. She is playing in the room.  
.....
30. He is singing a song.  
.....
31. I am reading a newspaper now.  
.....
32. My brother is sleeping.  
.....

33. He is reading mathematics these days.  
.....
34. The Prime Minister is returning tomorrow.  
.....
35. We are buying a car next year.  
.....
36. I am leaving for Delhi next year.  
.....
37. I am going to the cinema tonight.  
.....
38. The chief minister is landing at 8 o'clock.  
.....
39. She is dancing this evening.  
.....
40. They were walking.  
.....
41. I was reading a novel.  
.....
42. It was raining.  
.....
43. Boys were playing in the field.  
.....
45. John is eating dinner now.  
.....
46. We are leaving for the theater at seven o'clock.  
.....
47. The committee members are examining the material now.  
.....

48. George is leaving for France tomorrow.

.....

49. Henry is walking to school.

.....

50. The president is trying to contact his advisors now.

.....

## APPENDIX III

### SYMBOLS

#### Vowels

S.N.	Devanagari	Roman equivalent	S.N.	Devanagari	Roman equivalent
1.	अ	α	1.	अ	α8
2.	आ	α#	2.	आ	α#8
3.	ई	ι#	3.	ई	ι#8
4.	ऊ	υ#	4.	ऊ	υ#8
5.	ए	ε	5.	ए	ε8
6.	ऐ	αι	6.	ओ	ο8
7.	ओ	ο			
8.	औ	αυ			

## Consonants

Devanagari	Roman equivalent	Devanagari	Roman equivalent
क	κ	द	δ
ख	κη	ध	δη
ग	γ	न	ν
घ	γη	प	π
ङ	ν*	फ	πη
च	χ	ब	β
छ	χη	भ	βη
ज	φ	म	μ
झ	φη	य्	ψ
ञ	ν)	र	ρ
ट	τδ	ल	λ
ठ	τδη	व	ω/ω
ड	δδ	श	σ*
ढ	δδη	ष	σδ
ण	νδ	स	σ
त	τ	ह	η
थ	τη		